



Kha'p'o Community School Family and Child Education Program



F.A.C.E

PARTICIPANT HANDBOOK

Revised 6/1/2021

INTRODUCTION

Welcome to the Kha'p'o Community School FACE Program! We are happy to have you and your family as part of our FACE family. Together, we will make learning a positive experience for all parents and children. You and your family will share the valuable experiences and activities that FACE has to offer which include the following:

- Parents are their child's first and best teachers
- Goal Setting for parents and children
- Child Development and hands-on learning experiences
- Tewa language and cultural activities
- Families learning and reading together
- Educational trips and activities
- Parents and children learning through play
- Monthly Family Circle events
- Celebrate achievements, birthdays, and holidays

KCS ORIENTATION PROCESS

HOME BASED

- Fill out enrollment packet
- Submit copies of any necessary documentation (Certificate of Indian Blood (CIB) or Title VI)
- Register for Imagination Library
- Read, sign Home Base Participation Agreement and FACE Participant Handbook
- Meet with Parent Educator
- Weekly/biweekly visits
- Complete other required paperwork
- Provide other required documentation

CENTER BASED

- Fill out enrollment packet
- Submit copies of all necessary documentation (Certificate of Indian Blood (CIB) or Title VI, current immunization record and School health survey)
- Register for Imagination Library
- Read, sign Participation Agreement and FACE Participant Handbook
- Fill out all necessary paperwork
- Complete Orientation for all Center Based FACE component: PACT Time, Parent Time, Adult Education, and Early Childhood

FACE IN GENERAL

History

The Family and Child Education (FACE) program was initiated in 1990 by the Bureau of Indian Affairs Office of Indian Education Programs (BIA OIEP). OIEP wanted to develop an integrated model for a tribal early childhood parental involvement program. In keeping with both the National Goals for American Indians and Alaska Natives and Goals 2000, which promote school readiness and adult literacy and lifelong learning. The FACE program targets birth to age five (5) children and their families. With support for children and families that include children in grades K-3.

Overall Goals:

The overall goals of the FACE program are to:

- Support parents in their role as their child's first and most influential teacher.
- Strengthen family-school-community connections.
- Increase parent participation in their child's learning and expectations for academic achievement.
- Support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program.
- Promote lifelong learning.

The FACE Program addresses national educational goals as well as the five OIEP goals, which are:

- All children shall read independently by the third grade.
- Seventy percent (70%) of the students will be proficient/advanced in reading and math.
- The individual student attendance rates shall be at 90 percent (90%) or better.
- Students shall demonstrate knowledge of their tribal language and culture to increase academic achievement.
- Increase enrollment, retention, placement, and graduation rates for post-secondary students.

FACE MODEL

FACE has been designed to implement the family literacy program in two settings: home and school. The programs are center-based and home-based. National Center Families Learning (NCFL) and Parents as Teachers (PAT) have integrated their program models and training to provide services to families with children from birth to age 5. The program provides early childhood and adult education to Native American families at home and in school. In the home-based setting, services are provided through the following components: home visits, group meetings, screenings, and a referral network. At school, services are provided through the following components: adult education, early childhood education, PACT time, Parent time, and K-3 PACT.

HOME BASED

The home-based setting takes place at the participant's home, the Parent Educator's office, or other designated area. Home visits are provided by the Parent Educators. They are trained in the Parent as Teachers (PAT) Born to Learn Curriculum which supports the development of the four domains: language, social, physical, and intellectual. PAT provides the training for the home-based component, in which Parent Educators provide support to families with children from birth to age three through home visits, parent meetings, periodic screening of overall development and connections to school and community services. They make weekly or bi-weekly visits. The FACE Adult Educator may also provide adult

education services to the home-based parent with the assistance of the Parent Educator. FACE is a wonderful program because it provides an education to families beginning prenatal to age 5.

CENTER BASED

NCFL provides training for center-based components, which includes meeting the multidisciplinary adult education needs of the parents, a developmentally appropriate preschool, parent education and time for parent-child interactions for families with children in the three-to-five age range. Some families receive both center- and home-based services.

The school or center-based settings are composed of not only the K-3 classroom but two FACE classrooms. One classroom is equipped to serve as an early childhood classroom for up to fifteen children ages 3-5. A state certified teacher and co-teacher who are knowledgeable and sensitive to the culture of the community, will implement the Circles curriculum and conduct the early childhood program. They receive training by the National Center for Families Learning (NCFL).

Adult Education is set in a second classroom for up to 15 adults. A state certified teacher provides the adult education program. The adult education teacher also receives training from NCFL. The adult education teacher assesses the unmet academic needs, strengths, goals and interests of the adult learner.

Parent Time is a daily component in the adult education classroom where parenting, family issues, and other topics of adult interest are discussed. The Adult Education Teacher, Early Childhood Teacher, Co-Teacher, or special guest may facilitate Parent Time.

Parent and Child Time (PACT) occurs daily for all participants, either in the Early Childhood classroom or K-3 classroom. This component provides a special opportunity for parents to improve their parenting skills. In the EC classroom during PACT time, the parent and child play/work together on **child directed** activities in a supportive environment. In K-3, the PACT time model is somewhat different because the parent becomes a learning partner with their child in the elementary classroom so that they can transfer the skills learned from school to home. In both circumstances, the main goal is to have the parent's become their child's first and influential teacher.

General Information

Address:

FACE Staff and FACE Site
Kha'p'o Community School
625 Kee St. Espanola, NM 87532
Office: 505-753-4406
Fax: 505-753-8866
Website: www.khapoeducation.org/face.html

Administration:

Danielle Martinez, Director of Tewa Integration and Early Childhood Education
505-753-4406 (office)

505-423-4061 (cell)

Email: dmartinez@khapoeducation.org

FACE Staff:

Toni Herrera, FACE Coordinator/Early Childhood Co-Teacher

Email: therrera@khapoeducation.org

Rose Naranjo, Adult Education Teacher

Email: rnaranjo@khapoeducation.org

(Vacant), Early Childhood Teacher

Email:

Mina Harvier, Parent Educator

Email: mharvier@khapoeducation.org

Josephine Naranjo-Montoya, Parent Educator

Email: jmontoya@khapoeducation.org

PARTICIPANT EXPECTATIONS

KHA'PO COMMUNITY SCHOOL:

All FACE participants will follow the school rules and behavioral expectations of the KCS Student Handbook as well as the FACE Participant Handbook.

DUTIES/RESPONSIBILITIES OF HOME BASED PARTICIPANTS

- You must have at least 75% attendance by participating in Home-Base visits, FACE Family Circles.
- If you do not achieve 75% attendance you will meet with FACE Administrator, Coordinator, Teacher and/or Parent Educators to find solutions.
- After 3 missed visits with no contact with the Parent Educator, a letter will be sent informing the family they will be moved to a waiting list status. See Home-based Participation Agreement form.
- Home visits will be conducted weekly or bi-weekly.
- Plan to be home or at the designated area of your scheduled visit.
- Immediately contact your Parent Educator as soon as you are aware that you will not make your scheduled visit.
- Please be mindful of the Parent Educator's time and schedule.
- Give your Parent Educator your undivided attention during the visit.
- Have your television turned off and eliminate any other distractions (phone calls, texting, radio, visitors, etc.) during the visit.
- If you do not have a suitable environment for visits, please talk to your Parent Educator about an alternative space.
- Work with a Parent Educator to make goals and plan transitions.
- **MUST** attend and participate in monthly scheduled Family Circle events.
- During virtual visits, participants must be seen on camera. Camera and microphone must be on throughout the visit.

DUTIES/RESPONSIBILITIES OF CENTER BASED PARTICIPANTS

- You must have at least 75% attendance by participating in Center-Base: PACT Time, Parent Time and Adult Education services.
- If you do not achieve 75% attendance you will meet with FACE Administrator, Coordinator, Teacher and/or Parent Educators to find solutions.
- All adult students must undergo a basic background check as a condition of participation in the program.
- Parent/caregiver and child will attend school daily (Monday through Thursday 8:30am-2:30pm)
- Participants will participate in **all** four components of the program each day: Adult Education, Child Education, Parent Time, and PACT Time.
- Do not leave your child unattended in any classroom without a teacher present. Children must be closely supervised in the adult education classroom. This is not a safe environment for little ones. Do not leave your child unattended while you use the phone or computers at any time.
- Please keep the classrooms clean and neat. Do not bring food or drinks to the computer area.
- If you or your child brings food into any classroom please make sure that the area (table, floor) is cleaned up before you leave (trash, trays, milk cartons, spills, crumbs, etc.)
- Please do not bring children's toys to class, except on Show-n-Tell Day. We are not responsible for lost, broken, or stolen toys.
- We encourage parents to make any appointments (dentist, doctor, etc.) **after** class or on Friday.
- If you must leave early please let all teachers know (AE & EC) also sign in and out with the front office.
- **Cell phones** must be **off** or on vibrate in classrooms. Please do not use your phone (including texting) during class, unless it is an absolute emergency. Using your phone is a distraction to yourself and others in the class. If you must make an emergency phone call please take your call outside the classroom. Cell phones are not allowed by elementary students at the school, an exception is made for adults, but please do not abuse this. Please do not use your cell phone during Adult Education, PACT Time, or Parent Time. You may use your cell phone at break time.
- Treat guest speakers with respect by giving them your undivided attention & participation.
- Participate in conversation and behavior that only furthers everyone's positive education (no harassing, teasing, gossiping, intimidating, fighting, or stealing).
- You may use a headset and listen to music, as long as it does not distract others, please keep it at a low volume.
- Have an extra set of clothes available for your child in their classroom.
- Children may also bring a water bottle with them to class.
- We have a rest/quiet time during our day, feel free to bring a blanket, pillow, or mat for your child. Some of our children like to take their shoes off when in the classroom, so we encourage them to bring slippers if they choose to do so.
- Follow all school rules.
- Follow the school's dress code. Absolutely no gang or drug related or inappropriate apparel of any kind.
- Be a role model for all children at school, at all times. **Do not** use foul/inappropriate language, or have adult conversations when in the presence of any child at any time.

ATTENDANCE

- You must have at least 75% attendance by participating in Home-Base visits, FACE Family Circles.
- You must have at least 75% attendance by participating in Center-Base: PACT Time, Parent Time and Adult Education services.

- The eligibility to participate in field trips is based on 75% attendance for home- and center-based.
- If you do not achieve 75% attendance you will meet with FACE Administrator, Coordinator, Teacher and/or Parent Educators to find solutions.
- Attend school every day (Monday-Thursday 8:30am-2:30pm).
- Attend home-base visits within scheduled days (Monday-Thursday)
- **Be on time.** Our day starts off at 8:30am with our morning Circle Time, which is the most important and beneficial time of the day. Circle Time is the time when we go over our classroom expectations, pick jobs for the day, introduce our Big Idea for the day, read a story, practice counting, and introduce letters of the alphabet.
- If you know you are going to be absent, please inform the FACE Program.
- The excused absences are illness (providing Dr.'s note), doctor's appointments and family emergencies. (Not waking up on time, not having clean clothes, grocery shopping, or paying bills) are not excused absences.

ADDITIONAL FACE SERVICES

Imagination Library

FACE provides early or pre-literacy experiences for infants and families in the home as well as early childhood and adult education programs in the school. An important facet of the program is its support of parental involvement in a child's reading experience. In December 2002, FACE enrolled all children from birth to age 5 in the Imagination Library program sponsored by the Dollywood Foundation in Pigeon Forge, Tennessee. Through this national reading program, all FACE children will receive a new FREE age-appropriate book each month for a possible total of 60 books while enrolled in the FACE Program.

Meals

Breakfast begins at 7:30 am to 8:00 am and lunch begins at 10:50am. Meals are provided at no cost to families attending the center-base program. Nutritious snacks are also provided. All meals are not provided outside of these times.

Field Trips

Field trips may take place. Eligibility to participate is based on 75% attendance for Home-Base and Center-Base. (Please refer to the Attendance section). Transportation will be provided to families that don't have transportation. Families are expected to provide their own carseat and accompany their children on field trips at all times.

INCENTIVE PROGRAMS

Home Base and Center Base both have an incentive program for families who have good attendance and high levels of participation. Home Base Incentive Program uses FACE bucks. The FACE bucks are used to purchase items from the FACE Store. The family receives FACE bucks for:

- Home-Base Visits
- FACE Family Circles
- Leading A FACE Family Circle
- Approved FACE/KCS activities or events
- Screenings
- Goals Achieved

- Attendance
- FACE Parent Essay
- PACT Time
- Adult Education (if presenting a class during Parent Time)

COMPUTERS/TECHNOLOGY

Computer use is a privilege. Computers are for academic use only. Computer skills are a must, in today's society. Any technology items (tablet, laptop, hotspot, chargers, etc.) assigned to participants, assume responsibility for the care and proper use of KCS/FACE technology. Be aware that your computer use is monitored. Do not use social networking sites such as Facebook, chat rooms, watch music videos, or download music. If you abuse your computer privilege you will not be allowed to use them. As a student of KCS, you must follow all computer guidelines that are in the KCS Student-Parent Handbook.

TRANSITIONS

Transitioning is a very important component in FACE. Beginning at age 30 months, a child that is potty-trained, can begin to transition once a week into the center-based program. Adults who receive their GED transition into higher education or work with the help of the Adult Education teacher, the school and community resources.

Please see formal written transition plans for the following:

- Home Base into Center Base, other EC Programs, and Kindergarten
- Center Base into Kindergarten or other EC program
- Adult Education into employment or higher education

HOME BASE TRANSITION

1. Families who do not have adequate visiting space at home may come to the FACE building for weekly/bi-weekly visits.
2. FACE Family Circle is a way of transitioning families into the school.
3. At 30 months of age, children can be transitioned to FACE EC classroom along with a parent/caregiver in order to:
 - a. To be introduced to center time activities
 - b. To learn to make choices and be independent
 - c. To learn self-help skills by putting away play materials
 - d. To learn classroom schedules & routines

4. Children, 30 months to 3 year old, from Home Base are qualified to be transitioned to Center-based Early Childhood classrooms for up to two hours and up to 3 days on a weekly basis. This depends on what is most beneficial for the child and parent/caregiver. A child may come alone with the Parent Educator if there is written permission from parent or caregiver (if the parent or caregiver cannot come to transition sessions due to work or serious health issues, etc.). Home based visits will continue when the child returns home to review and follow up with parent and child.

- a. Child must be potty-trained
- b. Parent has to have a valid reason not to attend with child

- c. Attendance must be consistent
- d. Families will fill out a transition plan together with their Parent Educators and follow the plan.

5. A 3 year old is transitioned to Center-based with a parent or caregiver or another Early Childhood Program such as Tribal Preschool, Head-Start, or other Early Childhood environment. Parent Educators will assist families in making this transition using a transition plan which will be made together with the families and distributed to appropriate FACE Staff or other agencies .

- a. Parent Educators will facilitate the transition of any 4 year olds and 5 year olds in cases where a child is for some reason not in an Early Childhood Program or Kindergarten to a school environment in the community. The Parent Educator will provide age/grade appropriate materials for families in order to help with the transition.

EARLY CHILDHOOD TRANSITION

What is Transition?

A Change in Place

- Early Childhood children visit the Kindergarten classroom and stay for approximately 20 minutes.
- Follow the routine in each classroom when visiting.
- Children debrief when they return to the Early Childhood classroom.

A Change in Expectations

- Identify the letters and letter sounds of the alphabet.
- Count to 20 and identify written numbers.
- Use scissors, glue, paint and other basic art supplies.
- Hold a pencil or crayon/marker properly.
- Write his or her name in uppercase and lowercase letters.
- Classify objects according to size, shape, and quantity.
- Speak using complete sentences.
- Pay attention to short stories and answer simple questions.
- Play independently or focus on an activity for ten minutes.
- Sit still for structured learning for an extended period of time.
- Manage personal needs such as bathroom breaks, cleaning up, and getting dressed.

A Change in Authority Figures

- Recognize new teachers as authorities.
- Respect all KCS teachers and visiting volunteers or administrators.
- Learn to listen to all school staff anywhere at school.

A New Role as Student

- Understand the value of being on time to school.
- Value regular attendance.
- Recognize that Kindergarten uses different methods of instruction.
- Recognize good choices versus poor choices.
- Adjustment to a new group of peers.

- Attend a play date or field day for all Pre-Kindergarten to get to meet one another.

ADULT EDUCATION TRANSITION

Our goal in FACE is to help each student to be successful and achieve their goals. We work hard to help you transition into the next steps whether that be higher education or employment. Each student will have an individual transition plan that we will go over together as a FACE team. We always first consider your strengths, interests, needs, and goals. Once a goal is established the student's progress will be monitored and documented by both the student and the teacher. If you are a home based or adult education parent and are an employee of KCS, you must forfeit your spot as a FACE participant.

Higher Education/Vocational Training Path

- GED/HS Diploma
- Career/College Interest Inventory
- Individual Transition Plan including challenges/concerns/expectations/needs
- Identify Schools of Interest
- Identify Contact Person
- Meet with Contact Person
- FAFSA
- ACE Program/CDA/Online Classes
- Scholarship Application(s)
- Asset Testing
- College Registration
- Next Steps

Employment Path

- GED/HS Diploma
- Career/College Interest Inventory
- Individual Transition Plan including challenges/concerns/expectations/needs
- Paraprofessional Test
- CDA
- CDL-training with Mary Parra
- Job Shadowing
- Jobs Skills Training/WIA
- Resume
- Cover Letter
- Application
- Interview
- Next Steps

We are excited to have you and your child(ren) as part of our FACE family. This is going to be a new and exciting adventure. Remember that FACE is the PLACE to BE! Thank you for being a part of "Keeping the Circle Strong!".

I have read the 2021-2022 FACE Participant Handbook in its entirety. I understand and agree to follow all rules and expectations in this Handbook in addition to the Kha'p'o Community School Student Parent Handbook."

Signature_____ Date_____